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ABSTRACT

The curriculum guide was developed to help adult education teachers, counselors, and administrators in planning and implementing creative and innovative activities in the field of career awareness and exploration. The curriculum units are intended to be used in conjunction with subjects usually taught. The definition, goals, and basic concepts of career education are presented. Subconcepts are listed for each of the five basic concepts: self, career, society, economics, and technology. Curriculum units are organized under the following general headings: (1) finding work: how one goes about it, what to expect; (2) keeping a job: attitudes, people, work; (3) helping oneself: planning, school, human relationships; and (4) handling finances: budgeting and buying. Each unit lists the unit topic, subject area, grade level, related concept, and subconcept, and outlines performance objectives, suggested activities, teacher preparation, vocabulary, suggested resource persons and field trips, resources and materials, subject matter tie-ins, and methods of evaluation. Space is provided for the addition of other activities and resources, and blank lesson plan forms are included for teacher utilization. Also included are a bibliography, list of free and inexpensive materials, and a suggested list of resource materials for purchase. (RG)

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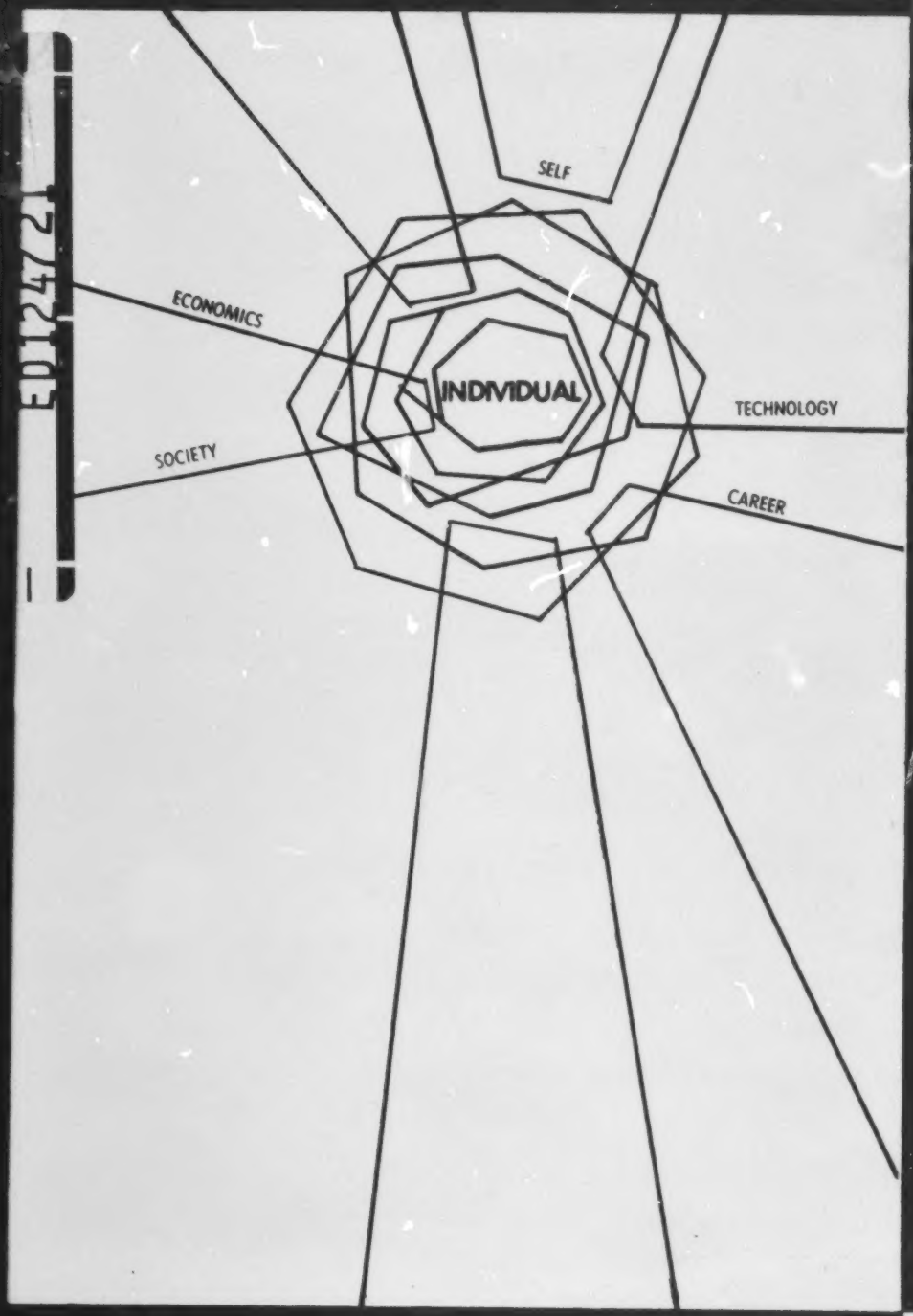

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ADULT EDUCATION CAREER CURRICULUM GUIDE

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ADULT BASIC EDUCATION

CAREER EDUCATION
RESEARCH AND DEVELOPMENT PROJECT

Adult Education
Career Education Guide
August 1973

Conducted Under
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Lafayette Parish School Board
Lafayette, Louisiana

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August 1973

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Hopefully, the curriculum guide will be an aid to the Adult Education teacher in relating Career Education to the subjects being offered in their local programs.

INTRODUCTION

Since March of 1970, when President Nixon challenged the leaders of the nation's schools to institute massive reform, Career Education has evolved as the number one priority of educational leaders throughout the country. In January of 1972, the Lafayette Parish Public School System was one of two school systems in the state to accept the challenge and to initiate steps to develop a transportable Career Education model program for Louisiana. During the summer of 1973, and Adult Education component to the Career Education model was undertaken.

The Lafayette Parish Career Education Curriculum Development Committee defines Career Education:

> As a comprehensive educational program, beginning with early childhood and continuing throughout life for the purpose of providing each individual with a positive awareness of self and the world of work. At any point of exit from school, the individual should be equipped with necessary skills, attitudes, and knowledge for an entry level position into the world of work, or post secondary occupational training, or a baccalaureate program.

In Adult Education the teacher is working with people who are already involved in the world of work and with people who are, or very soon will be, at the entry level position in the world of work. In other words, the students in Adult Education fall into two categories:

1. Those students who have already entered into the world of work but whose opportunities for advancement and attaining a higher degree of self-satisfaction will be enhanced through the Adult Career Education program.
2. Those students who are being helped in the development of attitudes about the personal, psychological, social, and economic significance of work and in the attainment of the related career/job information in order that they may experience the best possible chances of success upon their entrance into the world of work.

Upon initiation of the Adult Component, the two Adult educators of the Lafayette Parish Career Education Writing Team developed a curriculum guide to help teachers, counselors, and administrators of Adult Education in planning and implementing creative and innovative activities in the field of career awareness and exploration. The guide must not be viewed as a text or as the final, authoritative word in Adult Career Education, but rather as a collection of recommended ideas, activities, and procedures to be used by Adult Education teachers in developing career awareness programs to satisfy their students' particular needs.

In this Guide the concept of Career Education must be thought of in its broadest sense. It is not just vocational in nature; it is all encompassing, taking in all the Adult Basic Education curriculum If the purpose of Career Education is to develop both the cognitive and affective areas, then not only vocational information but also concepts, ideas,

attitudes, and values will be important outcomes.

It is the responsibility of Adult Education as an important societal influence in the life of the student to make available to him every possible opportunity for explaining and attaining knowledge about his future.

NOTE TO THE TEACHER

This book is composed of curriculum units which can aid you in relating Career Education to the subjects you are teaching. The units are not intended to be used in place of your usual plans but in conjunction with the lessons you ordinarily teach. The committee's preparation time limited the number of units which could be produced, so the plans in this book are not designed as a complete program in Career Education. Rather, they should serve as examples of things you can do. It is your option to use as many or as few of these units as suit your purposes.

In preparing this book, the committee tried to include sample lessons related to the subject areas covered in the Adult Education Curriculum Guide (published by State Department of Education, State Department of Education of Louisiana 1970 Bulletin Number 1187, Curriculum Guide for Adult Education Teachers). The various subject areas you correlated within each curriculum unit.

You, the teacher, can make the book complete. In the extra space provided with each plan, write in a many other activities as you can think of. List additional resources you have available, such as library books, filmstrips, etc. There are blank lesson plan forms included on which you can make up some plans of your own. It is hoped that these plans will be shared with other teachers.

Adult Education Curriculum
Development Committee

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DEFINITION OF CAREER EDUCATION

Career education is a comprehensive education program, beginning with early childhood and continuing throughout life, for the purpose of providing each individual with a positive awareness of self and the world of work. At any point of exit from school, the individual would be equipped with the necessary skills, attitudes, and knowledge for an entry level position in the world of work, or post-secondary occupational training, or a baccalaureate program.

GOALS OF CAREER EDUCATION

The achievement of these all-inclusive goals are central to the success of the total concept of Career Education:

1. To bring about a refocusing of emphasis in education to develop in each adult learner an increased awareness of his need to learn.
2. To provide every adult learner with the opportunity to acquire the knowledge, skills, and attitudes which will prepare him to function successfully in society as a productive individual at a realistic level of aspiration.
3. To provide every adult learner with a broad understanding of the opportunities and careers available in the world of

work.

4. To develop in adult learners a quality of adaptability so that they will be able to analyze situations and make the necessary decisions and adjustments if and when future technology changes affect their occupations and lives.

CONCEPTS OF CAREER EDUCATION

As the Curriculum Development Committee prepared to begin writing curriculum guides, it became apparent that the guides should be written around a framework of concepts. The concepts used by various school systems were studied, and it was decided that the five concepts used by Ann Arundel County in Maryland would best suit the needs of this parish. These concepts are Self, Career, Society, Economics, and Technology.

Theoretically, with Career Education implanted in a school system, the concepts of Society, Economics, and Technology would be most adaptable to Adult Education. However, in the initial stages of implementing Career Education it must be assumed that, through the traditional curriculum of the elementary and secondary programs, the concepts of Self and Career have not yet been fully developed in the Adult Education student. For this reason, curriculum guides were prepared for all concepts. Moreover, it is hoped that each teacher using this guide will design his own plans to meet the needs of the individual student.

SELF:	Self-understanding is vital to career decision and work performance.
CAREER:	Career Education prepares man for the world of work.
SOCIETY:	Society reflects the creative force of work.
ECONOMICS:	Man's livelihood depends upon the production, distribution and consumption of goods and services.
TECHNOLOGY:	Man and technology are continually interacting in his work.

SELF

CONCEPT: Self-understanding is vital to career decision and work performances.

SUBCONCEPTS:

1. An awareness of oneself as a distinct person of worth is important in identifying individual interests, abilities and aspirations.
2. Each individual has a contribution to make in the world of work.
3. A positive concept of self enables a person to enter into and function in the working world.
4. Value judgments influence vocational choice.
5. A person's work may contribute to a positive concept of self.
6. There are identifiable attitudes and behaviors which enable one to obtain and hold a job.
7. Mental health is a factor in a successful, satisfying life.
8. An individual may be suited for many different occupations.
9. The individual's perception of his environment affects his attitudes towards work.
10. People work for various rewards or satisfactions.
11. The individual's perception of people affects his ability to work cooperatively.

CAREER

CONCEPT: Career education prepares man for the world of work.

SUBCONCEPTS:

1. Hobbies and interests may lead to a vocation.
2. Basic education enhances job performance.
3. All work is important.
4. There is a specific knowledge essential for each career area.
5. People do many kinds of work.
6. Some jobs are needed everywhere, but some are found only in certain places.
7. Any occupational field might encompass many different kinds of work.
8. As man's knowledge increases, new types of workers are needed; or present workers must be retrained.
9. Career choice is a developmental process.
10. A person may have many careers.

SOCIETY

CONCEPT: Society reflects the creative force of work.

SUBCONCEPTS:

1. The ability to get along with people is an important part of job success.
2. Society is dependent on the work of many people.
3. Society provides rewards for work.
4. A person's work may be directly beneficial to others.
5. The customs, traditions, and attitudes of society affect the world of work.
6. Everyone has an important place in society.
7. Society enacts laws to protect the individual as a producer and consumer of goods and services.
8. Societal needs determine vocational opportunity.

ECONOMICS

CONCEPTUAL STATEMENT: Man's livelihood depends upon the production, distribution and consumption of goods and services.

SUBCONCEPTS:

1. Man's work contributes to a nation's wealth and productivity.
2. The economic system structures incentives for man to work.
3. Our economic system influences work opportunity.
4. Understanding economics helps man to function effectively and make choices and decisions consistent with his needs and resources.
5. Man's work affects his standard of living.
6. Economic fluctuations influence occupational choice and opportunity.
7. Geographical settings affect work.

TECHNOLOGY

CONCEPTUAL STATEMENT: Man and technology are continually interacting in his work.

SUBCONCEPTS:

1. Through technology man uses his creative ability and resources in a work setting.
2. Man uses technology to satisfy his needs and to achieve his desires.
3. Technological developments cause a continual change in the emergence and disappearance of jobs.
4. Technology has unlimited implications for man's work and leisure time.
5. Technological development has been one of slow change until recent time.
6. Man must learn to use technology to his advantage.

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Job Descriptions

SUBJECT AREA: Language Arts GRADE LEVEL: All Levels

CONCEPT: Career

SUBCONCEPT: All work is important.

I. PERFORMANCE OBJECTIVE:

The student will explore a wide range of careers and skills and education needed for a variety of jobs.

II. ACTIVITIES:

A. The student will read job description material and discuss findings with group.

B. The student will view a film on job descriptions.

C. The student will view filmstrips on career development.

III. TEACHER PREPARATION:

A. Provide pamphliets on job descriptions.

B. Provide film and filmstrips.

C. Arrange for resouce persons.

IV. VOCABULARY:

Words may be compiled and discussed as they occur in discussions.

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS:

A. Personnel manager

B. Guidance Counselor

C. Visit to a hospital or plant (a wide variety of jobs will be in existence.)

VI. RESOURCES AND MATERIALS:

Turner, Richard H., "Wanting a Job," The Turner Career Guidance Series, Chicago: Follett Educational Corporation, 1967, pp. 39, 45.

Turner Richard H., "Starting a Job," The Turner Career Guidance Series, Chicago: Follett Educational Corporation, 1967, pp. 36.

Pre-Vocational Orientation and Guidance. Filmstrips 2034A-2039B.

Widening Occupational Roles Kit. Chicago: Science Research Associates, Inc.

U.S. Department of Labor, Bureau of Labor Statistics, Superintendent of Documents. Reprints from the Occupational Outlook Handbook, Washington, D.C. 20402, 1973.

VII. SUBJECT MATTER TIE-INS:

Math

Discuss the use of math in different math-oriented jobs.

VIII. EVALUATION:

A. Teacher's observation

B. Oral discussion.

C. Teacher-made tests designed to help the student evaluate his proficiency in basic math.

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Selecting a Job

SUBJECT AREA: Language Arts GRADE LEVEL: All levels

CONCEPT: Career

SUBCONCEPT: A person may have many careers.

I. PERFORMANCE OBJECTIVES:

The student will explore job opportunities available in the community and select jobs meeting his own qualifications.

II. ACTIVITIES:

A. The student will assess his self-characteristics in terms of various occupations.

B. The student will determine and list the skills needed for his specific job selections.

C. The student will evaluate his level of proficiency in basic learnings and select courses which will increase his proficiency.

III. TEACHER PREPARATION:

A. Prepare a self-analysis list.

B. Kuder Preference Test

C. California Acievement Test

D. List showing sources of job availability.

IV. VOCABULARY:

Want-ad abbreviations
qualification
aptitude
commission
data
employee benefits
fringe benefits
skills
gross pay
industrial
interview
job title
occupation
temporary
employer

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS:

Personnel manager from state or private employment agencies
School or employment agency counselor

Field trip to State Employment Office

VI. RESOURCES AND MATERIALS:

How to Get a Job and Keep It, pp. 5,7, 10, 13, 15, 19, 20.

"Wanting A Job," The Turner Career Guidance Series #1, pp. 3, 5, 13, 27, 28, 39, 41, 43, 45.

"Starting A Job," The Turner Career Guidance Series #3, p. 36.

"Looking For A Job," The Turner Career Guidance Series #4, pp. 5, 6, 9, 19, 25, 34, 37, 45, 47.

"Starting Work," The Job Ahead Series, pp. 27, 32, 40, 62.

"On The Job," The Job Ahead Series, pp. 1, 8.

"Selecting A Job," Filmstrips 2010A and 2010B and Manual 2010C of Unit II, Finding Work: How One Goes About It, What to Expect, Pre-Vocational Orientation and Guidance.

"Applying For A Job," English: Practice for Mastery, p. 117.

VII. SUBJECT MATTER TIE-INS:

Math

Figuring transportation cost, net pay, work clothes (uniforms, etc.,) tools, etc.

VIII. EVALUATION:

A. Teacher-made test

B. Teacher observation

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Looking For A Job

SUBJECT AREA: Language Arts GRADE LEVEL: Intermediate

CONCEPT: Career

SUBCONCEPT: Career choice is a developmental process.

I. PERFORMANCE OBJECTIVES:

The student will list and discuss the sources of job availability in the community.

II. ACTIVITIES:

A. The student will study the want-ads in the newspaper and list available jobs in the community.

B. The student will complete the application form for securing a social security number.

C. The student will learn to use the telephone and yellow pages.

D. The student will study information needed for obtaining a Driver's license.

E. The student will study procedures for taking vocational tests.

III. TEACHER PREPARATION:

A. Provide samples of several applications: social security number, job applications, W-4 Forms, etc.

B. Obtain Driver's license manuals.

C. Provide city and state maps.

D. Provide newspapers.

E. Display a list of job availability sources.

F. Obtain vocational tests

IV. VOCABULARY:

want-ads abbreviations
dependability
communicate
otherwords necessary to fill out applications, etc.
social security
inventory
personality

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS:

Personnel manager
Representative from state or private employment agencies
School counselor

State trooper
Field trip to the Driver's license district office

VI. RESOURCES AND MATERIALS

How to Get a Job and Keep it, pp. 7, 10, 13, 15, 19, 20, 47, 49.

"Wanting A Job," The Turner Career Guidance Series #1, pp. 3, 13, 28, 37, 39, 41, 43, 45.

"Starting A Job," The Turner Career Guidance Series #3, pp. 14, 24, 36.

"Looking For A Job," The Turner Career Guidance Series #4, pp. 5, 6, 9, 19, 25, 29, 34, 37, 45, 45.

"Starting Work," The Job Ahead Series, pp. 27, 32, 62.

"On The Job," The Job Ahead Series, pp. 1,8.

Steps to Mathematics, pp. 51, 53, 54.

"Employment," The Mott Basic Language, Series 6008, pp. 127-130.

VII. SUBJECT MATTER TIE-INS

A. Math
Computing time and money; addition and subtraction of whole numbers; percentage; decimals

B. Social Studies
Map reading

VIII. EVALUATION

A. Teacher-made test

B. Complete application form, W-4 Form, etc.

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Using The Want-Ads

SUBJECT AREA: Language Arts GRADE LEVEL: All Levels

CONCEPTS: Career

SUBCONCEPT: Career choice is a developmental process.

I. PERFORMANCE

The student will read orally and interpret want-ads from a given newspaper.

II. ACTIVITIES

A. The student will study definitions for want-ad abbreviations.

B. The students will select jobs based on their qualifications.

C. The student will explore job skills and basic education required for jobs selected.

III. TEACHER PREPARATION

A. Prepare bulletin board displaying want-ads and most common abbreviations.

B. Provide film or filmstrips on a variety of jobs and their required skills.

C. Provide film on"reading the newspaper."

D. Provide newspapers.

E. Provide city maps.

IV. VOCABULARY

want-ad abbreviations job availability other words used in relation to unit topic

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Newspaper representative

VI. RESOURCES AND MATERIALS

A. Dictionary

B. Newspapers

C. Books

Goble, Dorothy Y., How To Get A Job And Keep It, Austin, Texas: Steck-Vaughn Company, 1969, p. 15.

Turner, Richard H., The Turner Career Guidance Series. "Looking For A Job," Chicago: Follett Educational Corporation, 1967.

The Mott Basic Language Skills Program, Series 300 and 600B.

VII. SUBJECT MATTER TIE-INS

A. Math
Computing time and salary; computing cost of a newspaper ad.

B. Social Studies
Map reading

VIII. EVALUATION

A. Teacher-made test

B. Individual oral interpretation of a given want-ad

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Answering Want-Ads

SUBJECT AREA: Language Arts GRADE LEVEL: Intermediate and advanced

CONCEPT: Self

SUBCONCEPT: There are identifiable attitudes and behaviors which enable one to obtain and hold a job.

I. PERFORMANCE OBJECTIVES:

The student will explore and list the correct procedures for answering want-ads.

II. ACTIVITIES:

A. The student will write an application letter in reply to a given want-ad.

B. The student will demonstrate the correct procedure for answering an ad by phone.

III. TEACHER PREPARATION

A. Display on bulletin board samples of business letters.

B. Display on bulletin board, posters illustrating "Using the Telephone Correctly."

IV. VOCABULARY

want-ad abbreviations

vocabulary common in writing business letters

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Secretary to discuss proper techniques and courtesies of telephone conversation
Personnel manager of firms, state employment or private agencies
Business education teacher

VI. RESOURCES AND MATERIALS:

Teletrainer available from Southern Bell Telephone Company
Films
Filmstrips
Books

How To Get A Job And Keep It, pp. 20, 24.

"Looking For A Job", pp. 5, 16, 19, 26, 30.

VII. SUBJECT MATTER TIE-INS:

Arithmetic
Determining time lapse, projecting time, figuring time payments, percentage.

VIII. EVALUATION:

A. Teacher

B. Write an application letter

C. Teacher observation of individual students

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Filling Out A Job Application

SUBJECT AREA: Language Arts GRADE LEVEL: All Levels

CONCEPT: Self

SUBCONCEPT: Value judgments influence vocational choice.

I. PERFORMANCE OBJECTIVES

The student will complete two applications for two specific jobs selected from the want-ads.

II. ACTIVITIES

A. The student will complete the exercise on "Completing the Job Application Form" in How To Get A Job and Keep It, pp. 29-36.

B. Complete exercises on how to follow directions.

C. Learn vocabulary words used in application forms.

III. TEACHER PREPARATION

A. Display samples of application forms.

B. Provide exercises on how to follow directions.

C. Provide vocabulary lists for students.

IV. VOCABULARY

instructions	absent	circle	telephone
temporary	divorced	permanent	selective service
married	dependents	employer	classification
employment	address	military	obligation
underline	experience	middle	traffic violations
personal	physical impairments	references	
educational data		occupation	

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Personnel manager
Business education teacher
Secretary

VI. RESOURCES AND MATERIALS

Goble, Dorothy Y., How to Get A Job and Keep It, Austin, Texas: Steck-Vaughn Company, pp. 29-36.

Turner, Richard H., "Wanting A Job," Chicago: Follett Educational Corporation, 1967.

Fraser, H. Hunter, "Starting Work," The Job Ahead Series, Chicago: Science Research Associates, 1963.

Pre-Vocational Orientation and Guidance. Filmstrip series, Lesson 2007, Jackson, Mississippi: Education Projections Corporation, 1970.

The Mott Basic Language Skills Program, Series 600B.

VII. SUBJECT MATTER TIE-INS:

Math
Figuring time; travel time, and transportation expense.

VIII. EVALUATION

A. Teacher-made test

B. Complete application form

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Moving To A New Place

SUBJECT AREA: Reading GRADE LEVEL: Beginning

CONCEPT: Economics

SUBCONCEPT: Economic fluctuations influence occupational choice and opportunity.

I. PERFORMANCE OBJECTIVES

A. The student will define orally mobility as it applies to the U.S. economical fluctuations.

B. The student will identify orally five persons/places to notify when a change of domicile occurs.

C. The student will identify orally three financial preparations, three physical preparations and five travel preparations involved in changing domicile.

II. ACTIVITIES

A. The teacher will lead the student/students in a discussion of the mobile nature of the working person necessitated by a fluctuating economy.

B. The teacher will interview representatives of moving van lines, real estate agencies, and personnel managers of certain firms.

III. TEACHER PREPARATION

A. Make arrangements for interviews.

B. Review subject matter and plan discussions.

C. Plan evaluation procedures.

IV. VOCABULARY
(Must be orally oriented for this level)

mobile nation lease reservations traveler's checks

any other word/words which the student feels should be included

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Representative of a moving van line
Representative of a real estate agency
Representative of a banking firm
Personnel manager of industrial or production firm

VI. SUBJECT MATTER TIE-INS

A. Arithmetic
Figuring refunds; figuring distances and driving time; comparing rates of moving van lines; comparing rates of different means of transporation.

B. Social Studies
Communications in dealing with people in closing accounts, making arrangements for moving, etc.; reading maps.

VII. EVALUATION

A. Teacher observation

B. Oral examination

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Moving To A New Place

SUBJECT AREA: Reading GRADE LEVEL: Intermediate and Advanced

CONCEPT: Economics

SUBCONCEPT: Economic fluctuations influence occupational choice and opportunity.

I. PERFORMANCE OBJECTIVES

A. The student will define mobility as it applies to United States employment.

B. The student will list five persons/places to notify when changing domiciles occurs.

C. The student will interview representatives of moving van lines, real estate, and travel agent.

III. TEACHER PREPARATION

A. Pre-view Unit 2000 of Pre-Vocational Orientation and Guidance.

B. Make arrangements for interviews.

C. Prepare evaluation methods.

IV. Vocabulary

mobil nation lease reservations
traveler's checks
any other word that the student feels shoud be included

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Representative of moving transportation van lines
A real estate representative
A travel agent
A banker

VI. RESOURCES AND MATERIALS

Pre-Vocational Orientation and Guidance, Filmstrip series, Lesson 2000, Jackson, Mississippi: Educational Projections Corporation, 1970.

Filmstrip projector

Shertzer, Bruce E., "Coping With Change and People", Career Exploration and Planning, Boston: Houghton Mifflin Company, 1973.

VII. SUBJECT MATTER TIE-INS

A. Arithmetic
Figuring refunds; figuring distances and driving time; comparing rates of different mediaums of transportation.

B. Social Studies
Communications in dealing with closing out accounts; reading maps.

VIII. EVALUATION

A. Teacher observations and oral survey

B. Completion of Manual 2000C

C. Teacher-made tests

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: A New Place To Live

SUBJECT AREA: Reading GRADE LEVEL: Beginners

CONCEPT: Economics

SUBCONCEPT: Understanding economics helps man to function effectively and make choices and decisions consistent with his needs and resources.

I. PERFORMANCE OBJECTIVES

A. The student will list orally five (5) sources of help in finding a house in a new location.

B. The student will list orally five (5) primary considerations in selecting a location for the new home.

C. The student will list orally three (3) secondary considerations in selecting a location for the new home.

II. ACTIVITIES

A. The student/students will actively participate in a teacher-led discussion of the problems involved in selecting a new home when moving to a new location (city, state, etc.).

B. Student/students will discuss primary considerations and secondary considerations in selecting a new home.

C. The student/students will interview specified resource people.

III. TEACHER PREPARATION

A. Pre-view literature and audio-visual aids.

B. Arrange for guest speakers or interviews.

C. Determine and plan evaluation procedures.

IV. VOCABULARY
(Must be orally oriented for this level.)

lease subleasing accessibility
any other word which the student feels shoud be included

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Personnel director of an industrial firm.
Representative from Chamber of Commerce.
Representative of real estate agency.

VI. RESOURCES AND MATERIALS

Shertzer, Bruce E., "Coping With Change and People," Career Exploration and Planning, Boston: Houghton Mifflin Company, 1973.

Pre-Vocational Orientation and Guidance, Filmstrip series, Lesson 2001, Jackson, Mississippi: Educational Projections Corp, 1970.

Filmstrip projector

VII. SUBJECT MATTER TIE-INS

A. Artithmetic
Comparing rental rates, rates of travel, distances of travel, prices of groceries, and planning a budget.

B. Social Studies
Reading maps, communicating effectively.

VIII. EVALUATION

A. Teacher observation

B. Oral examinations

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: A New Place To Live

SUBJECT AREA: Reading GRADE LEVEL: Advanced

CONCEPT: Economics

SUBCONCEPT: Understanding economics helps man to function effectively and make choices and decisions consistent with his needs and resources.

I. PERFORMANCE OBJECTIVES:

A. The student will list 5 sources of help in finding a house when moving to a new location.

B. The student will list 5 primary considerations in selecting a location for the new home.

C. The student will list 3 secondary considerations in selecting a location for the new home.

II. ACTIVITIES

A. The student will complete title 2001 of Pre-Vocational Orientation and Guidance.

B. For those students in Advanced Level, read Chapter 14, "Coping With Change and People," Career Exploration and Planning.

C. The student will interview specified resource people.

IV. VOCABULARY

lease sub-leasing accessibility
any other word/words that the student feels a need for inclusion

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

The personnel director of a firm
A representative from the Chamber of Commerce
A representative from a real estate agency

VI. RESOURCES AND MATERIALS

Shertzer, Bruce E., "Coping With Change And People," Career Exploration and Planning, Boston: Houghton Mifflin Company, 1973.

Pre-Vocational Orientation and Guidance, Filmstrip Series, Lesson 2001, Jackson, Mississippi: Education Projections Corporation, 1970.

Filmstrip projector

VII. SUBJECT MATTER TIE-INS

A. Arithmetic
Comparing rental rates, rates of travel, distances of travel, price of groceries, planning a budget

B. Social Studies
Reading maps

C. Language
Verbs, nouns

VIII. EVALUATION

A. Oral examination by teacher

B. Completion of Manual 2001C

C. Teacher-prepared test

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: The Interview

SUBJECT AREA: Language Arts GRADE LEVEL: All Levels

CONCEPT: Career

SUBCONCEPT: All work is important.

I. PERFORMANCE OBJECTIVES

The student will explore and discuss the steps that must be followed in preparing for an interview.

II. ACTIVITIES

A. The student will read and discuss information on preparing for an interview.

B. The study will view filmstrips #2009A & B from the Pre-Vocational Orientation and Guidance Kit.

C. The student will answer questions prepared by the teacher on "Having An Interview."

III. TEACHER PREPARATION

A. Arrange for resource persons.

B. Obtain material on "Having An Interview."

C. Obtain filmstrips for viewing.

IV. VOCABULARY

grooming	conversation	experience
references	qualifications	previous
appointment	other words related to unit	

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Personnel manager from a business firm or employment bureau
Counselor
Home Economist

VI. RESOURCES AND MATERIALS

Pre-Vocational Orientation and Guidance, Filmstrips 2009A and 2009B, Jackson, Mississippi: Education Projections Corporation.

Hudson, Margaret W. and Ann A. Weaver, I Want A Job, pp. 17-20.

How To Get A Job and Keep It, Steck-Vaughn, Co.

The Mott Basic Language Skills Program, Series 300 (Basic Numbers and Money) Grades 1-3, "Working With The Ads," pp. 61-91.

Book 1608:

"Labels," pp. 50-51.

"Buying and Selling," pp. 67-68. (High School)

Book 1607:

"Yellow Pages," pp. 42-43.

"Work," pp. 74-76

"Labels," pp. 122-123. (High School)

Series 900B:

"Budget," pp. 81-82.

"Letter Writing," pp. 138-141, 150-153. (Grades 7-9)

Series 600B:

"Want Ads," p. 78.

"Employment," p. 127-130. (Grades 4-6)

"Consumer Buying," pp. 1-146. (High School)

VII. SUBJECT MATTER TIE-INS

Math
Figuring time schedules

VIII. EVALUATION

A. Teacher-made test

B. Teacher observation

C. Oral discussion

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Positive Work Attitudes

SUBJECT AREA: Language Arts GRADE LEVEL: All Levels

CONCEPT: Self

SUBCONCEPT: There are identifiable attitudes and behaviors which enable one to obtain and hold a job.

I. PERFORMANCE OBJECTIVES

The student will identify the necessary work attitudes required for a succeeding in a job.

II. ACTIVITIES

A. The student will compare cases where some people they know have succeeded in their jobs and other have failed.

B. The student will write a composition discussing the necessary work attitudes required in the world of work.

C. The student will view a film on positive work attitudes.

III. TEACHER PREPARATION

A. Arrange for resource persons.

B. Provide film and filmstrip.

IV. VOCABULARY

personality
cooperation
attitude
self-esteem
courteous
other words related to unit

V. SUGGESTED RESOURCE

A. Guidance Counselor

B. Personnel Manager

C. Supervisor in charge of a group of workers

VI. RESOURCES AND MATERIALS

Smith, Harley and Ida Lee King Wilber, "Good Manners" and "Be Polite," I Want To Read And Write, Austin: Steck-Vaughn, 1965. pp. 89 and 94.

Lee, Miriam, "Your First Job-Can You Keep It?" Jobs In Your Future, New York: Scholastic Book Service, 1967. p. 65.

Goble, Dorothy Y., "Keeping Your Job," How To Get A Job And Keep It, Austin: Steck-Vaughn Company, 1969. p.54.

Turner, Richard H., "Wanting a Job," The Turner Career Guidance Series, Chicago: Follet Education Corporation, 1967. p. 15.

Pre-Vocational Orientation and Guidance, Filmstrip 2012. Jackson, Mississippi: Education Projections Corporation.

VII. SUBJECT MATTER TIE-INS

Health
Discuss the relationship between good eating and good disposition.
Discuss well-balanced meals.

VIII. EVALUATION

Let students prepare a list of positive work attitudes.
Oral discussions.

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: First Day On The Job

SUBJECT AREA: Reading GRADE LEVEL: Beginners and Intermediate

CONCEPT: Self

SUBCONCEPT: There are identifiable attitudes and behaviors which enable one to obtain and hold a job.

I. PERFORMANCE OBJECTIVES

The student will demonstrate the ability to furnish orally the information required to complete withholding forms.

The student will list orally four payroll deductions.

The student will cite first-day-on-the-job requirements.

The student will cite two major employment fringe benefit possibilities.

II. ACTIVITIES

A. The student(s) will participate in a discussion of "first-day-on-the-job" procedures.

B. The student(s) will discuss the W-4 withholding form.

C. The student(s) will discuss group insurance programs.

D. The student(s) will discuss companies' policies, organizational structures, fringe benefit programs, and work schedules.

III. TEACHER PREPARATION

A. Collect and pre-view samples of company policies, handbooks, group insurance programs, work schedules, and income tax and Social Security information.

B. Make arrangements for resource people.

C. Plan discussions.

D. Plan evaluation procedures (must be orally oriented)

IV. VOCABULARY

group insurance
dependent
organizational structure
F.I.C.A.
Any other word(s) which student feels should be included

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

A. Representative from Social Security office.

B. Group Insurance agent.

C. Payroll officer of a business, industrial, or service firm.

D. Personnel Manager.

VI. RESOURCES AND MATERIALS

A. W-4 and W-2 forms.

B. Samples of group insurance programs.

C. Samples of company benefit programs.

D. Samples of company organizational charts.

E. Samples of company policies and work schedules.

F. Pre-Vocational Orientation and Guidance, Filmstrip Series, Jackson, Mississippi: Education Projections Corporation. 1970.

G. Goble, Dorothy Y., How To Get A Job And Keep It, Unit 6, Austin, Texas: Steck-Vaughn Company, 1969.

VII. SUBJECT MATTER TIE-INS

A. Arithmetic
Figuring salary deductions, interest on savings, and figuring working hours.

B. Social Studies
Public Relations.

VIII. EVALUATION

A. Teacher observation.

B. Oral examination.

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: First Day On The Job

SUBJECT AREA: Reading GRADE LEVEL: Advanced

CONCEPT: Self

SUBCONCEPT: There are identifiable attitudes and behaviors which enable one to obtain and hold a job.

I. PERFORMANCE OBJECTIVES

The student will demonstrate the ability to complete withholding forms.
The student will list four payroll deductions.
The student will list first-day-on-the-job requirements basic to any job.
The student will list two major fringe benefit possibilities.

II. ACTIVITIES

A. The student will study "first-day-on-the-job" procedures.

B. The student will study the W-4 withholding forms and will fill out a W-4 form.

C. The student will study group insurance programs.

D. The student will study various companies' policies, organizational structures, fringe benefit programs, and work schedules.

III. TEACHER PREPARATION

A. Collect samples of company policy handbooks, group insurance programs, fringe benefit programs, and social security information.

B. Prepare student exercises and plan methods to evaluate students.

C. Arrange for guest speakers.

IV. VOCABULARY

group insurance
dependent
organizational structure
any other word(s) which student feels shoud be added

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

A. Social Security representative

B. Group Insurance agent

C. An officer of a business firm

VI. RESOURCES AND MATERIALS

A. W-4 and W-2 forms

B. Samples of group insurance programs

C. Samples of company benefit programs

D. Samples of company organizational charts

E. Samples of work schedulcs

F. Pre-Vocational Orientation and Guidance Filmstrip series, Jackson, Mississippi: Education Projections Corporation, 1970.

G. Goble, Dorothy, How To Get A Job And Keep It, Unit 6, Austin, Texas: Steck-Vaughn Company, 1969.

VII. SUBJECT MATTER TIE-INS

A. Arithmetic
Figuring salary deductions, interest on savings, and working hours.

B. Social Studies
Public Relations

VIII. EVALUATION

A. Teacher observation and oral survey

B. Written exam, teacher prepared

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Getting Along On The Job

SUBJECT AREA: Reading GRADE LEVEL: Beginners

CONCEPT: Self

SUBCONCEPT: The individual's perception of people affects his ability to work cooperatively.

I. PERFORMANCE OBJECTIVES

The student will cite eight things that a person should do to help keep a job.

The student will cite six things that a person should not do to help keep a job.

II. ACTIVITIES

A. The student(s) will participate in a discussion of company policies and regulations.

B. The student(s) will participate in a discussion of courtesies and proper behavior among co-workers.

C. The student(s) will interview a resource person on the subject of "Getting Along With People."

III. TEACHER PREPARATION

A. Obtain samples of company policies and rates.

B. Arrange for interviews.

C. Plan evaluation procedures.

IV. VOCABULARY (must be orally oriented)

humor
patience
cooperation
any word(s) which the student feels should be included

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

A. Guidance Counselor

B. Representative from Vocational Rehabilitation

VI. RESOURCES AND MATERIALS

A. Goble, Dorothy Y., "Keeping Your Job," How To Get A Job And Keep It, Unit 6, Austin, Texas: Steck-Vaughn Company, 1969. pp. 54-55.

B. Pre-Vocational Orientation and Guidance. Filmstrip Series, Lesson 2012, Jackson, Mississippi: Education Projection Corporation, 1970.

VII. SUBJECT MATTER TIE-INS

A. Arithmetic
Figuring time, pay, production rate, average pay, inventory.

B. Social Studies
Effective communications and public relations.

VIII. EVALUATION

A. Teacher observation

B. Oral exam

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Getting Along On The Job

SUBJECT AREA: Reading GRADE LEVEL: Advanced and Intermediate

CONCEPT: Self

SUBCONCEPT: The individual's perception of people affects his ability to work cooperatively.

I. PERFORMANCE OBJECTIVES

The student will list eight things that a person should do to help keep a job.

The student will list six things that a person should not do to help keep a job.

II. ACTIVITIES

A. The student will read and study various companies':
1) Policies and rules
2) Organizational structures

B. The student will read suggested literature on the topic of courtesies and techniques of holding a job.

C. The student will participate in role-playing activities centered around situations of "Do's and Don'ts on the "Job".

D. Guests to speak or be interviewed by student will be invited.

III. TEACHER PREPARATION

A. Have samples of company policies and rules on hand for students to read and study.

B. Arrange for guest speakers.

C. Prepare evaluation methods, etc.

IV. VOCABULARY

humor	dignity
tact	any words which the student feels should be included
integrity	

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

A. Guidance Counselor

B. Representative from Vocational Rehabilitation

C. Director of personnel from a large concern

VI. RESOURCES AND MATERIALS

A. Goble, Dorothy Y., "Keeping Your Job," How To Get A Job And Keep It, Austin, Texas: Steck-Vaughn Company, 1969. pp. 54-55.

B. Pre-Vocational Orientation and Guidance, Filmstrip Series, Lesson 2012, Jackson, Mississippi: Educational Projection Corporation, 1970.

C. Filmstrip projector

VII. SUBJECT MATTER TIE-INS

A. Arithmetic
Division, multiplication, whole numbers and fractions, figuring time, pay and time, lateness and production loss, average hourly or daily pay, inventory

B. Social Studies
Self-evaluation, public relations

VIII. EVALUATION

A. Oral examination

B. Teacher-made tests objective and subjective items to be included

C. Teacher observation

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Role of the Union

SUBJECT AREA: Reading GRADE LEVEL: Advanced

CONCEPT: Society

SUBCONCEPTS: Society provides benefits and rewards for work.

I. PERFORMANCE OBJECTIVES

The student will list two major purposes of a union.
The student will list two fringe benefits offered by a union.
The student will outline the structure of a union.

II. ACTIVITIES

A. The student will research the role of the union in the United States economy.

B. The student(s) will participate in a discussion of the advantages and disadvantages of the union.

C. The student will research the structure of a union.

D. The student will interview a union representative and a representative of management relative to the role each plays in the life of the worker.

III. TEACHER PREPARATION

A. Arrange for a guest speaker or an interview with a union representative and a representative from management.

B. Pre-view related materials.

C. Plan evaluation procedures.

IV. VOCABULARY

contract	arbitrator
labor	collective bargaining
management	shop steward
union	open shop

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

A. Union representative -- labor

B. Representative from management

VI. RESOURCES AND MATERIALS

A. Pre-Vocational Orientation and Guidance, Filmstrip Series, Lesson 2015, Jackson, Mississippi: Educational Projections Corporation.

B. Literature from local union agencies

C. Filmstrip projector

VII. SUBJECT MATTER TIE-INS

Arithmetic
Figuring overtime, dues, fines, pension plans

VIII. EVALUATION

A. Teacher observation and oral examination

B. Completion of Student Manual 2015C

C. Teacher-made tests

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: On The Job Benefits

SUBJECT AREA: Reading GRADE LEVEL: Advanced

CONCEPT: Economics

SUBCONCEPT: The economic system structures incentives for man to work.

I. PERFORMANCE OBJECTIVES

The student will list twelve on-the-job benefits which companies provide for their employees.

II. ACTIVITIES

A. The student(s) will research suggested literature in order to obtain a comprehensive view of the varied fringe benefits provided by employment.

B. The student will interview resource people to obtain information about job benefits, etc.

C. The student will evaluate job benefits in order to develop a hierarchy of the benefits as they meet his or her needs.

III. TEACHER PREPARATION

A. Preview related literature and materials.

B. Plan and arrange for resource people.

C. Plan methods of evaluation.

IV. VOCABULARY

credit union
payroll savings
any word which student feels should be added

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Personnel manager and Public Relations Officer of a well-established firm

VI. RESOURCES AND MATERIALS

A. Pre-Vocational Orientation and Guidance, Filmstrip series, Lesson 20, Jackson, Mississippi: Educational Projections Corporation.

B. Shertzer, Bruce E., "The Work World," Career Exploration and Planning, Boston: Houghton Mifflin Company, 1973.

VII. SUBJECT MATTER TIE-INS

Arithmetic
Computing sick leave, figuring interest earnings on savings, figuring savings by using company benefits, figuring payroll deductions, figuring quotas.

VIII. EVALUATION

A. Teacher observation and oral survey

B. Completion of Manual 2015C

C. Teacher-made tests

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Standards Of Performance

SUBJECT AREA: Language Arts GRADE LEVEL: All Levels

CONCEPT: Self

SUBCONCEPT: Self-understanding is vital to career decision and work performances.
Each individual has a contribution to make in the world of work.

I. PERFORMANCE OBJECTIVES

The student will explore and discuss the standards of performance required for different occupations.

II. ACTIVITIES

A. The student will read and discuss standards of performance required on jobs of his choice.

B. The student will discuss the difference between "being well qualified for a job." and his "standard of performance on a given job."

C. The student will write a composition on "Producing for the "Company."

III. TEACHER PREPARATION

A. Provide materials on different standards of performance for different occupations.

B. Make arrangements for resource persons.

C. Make a list of related questions on openers for group discussions.

IV. VOCABULARY

performance
standards
pride
perseverance

profits
loyalty

production
other words which are related to unit

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

A. Supervisor from a hospital, construction firm, plant or etc.

B. Instructor from a vocational, technical or trade school

VI. RESOURCES AND MATERIALS

A. Shea, James T., Working With Numbers, "Using Tables and Graphs," Book 8, Austin: Steck-Vaughn Company, 1953. p.8.

B. Steps to Learning, "Developing Oral Language Ability," Book 1, Austin: Steck-Vaughn Company, 1965. p.4.

C. U.S. Department of Labor; Bureau of Labor Statistics, Superintendent of Documents. Reprints from the Occupational Outlook Handbook. Washington, D.C. 20402, 1973.

D. Widening Occupational Roles Kit. Chicago: Science Research Associates, Incorporated.

VII. SUBJECT MATTER TIE-INS

Mathematics
Figuring profits, and losses; figuring overtime and overtime pay; graph skills -- being able to interpret graphs showing profits and losses for a period of time

VIII. EVALUATION

A. Teacher observation

B. Oral discussion

C. Written Composition

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Finding Out About Other Jobs In Your Company

SUBJECT AREA: Language Arts GRADE LEVEL: All Levels

CONCEPT: Career

SUBCONCEPT: Career areas have a hierarchial structure.

I. PERFORMANCE OBJECTIVES

The student will analyze the skills and basic education requirements needed for different jobs available within his own company.

II. ACTIVITIES

A. The student will study and complete exercises on "Finding Out About Other Jobs in Your Company."

B. The student will participate in group discussion following viewing of filmstrip on"Finding Out About Other Jobs in Your Company."

III. TEACHER PREPARATION

A. Filmstrip

B. Exercises on "Finding Out About Other Jobs in Your Company."

C. Display tips to follow in finding out about job opportunities.

IV. VOCABULARY

alert
aptitude
advancement
expenditures
comprehension
personnel department
job description
job opportunities

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

A. Manager from some plant, department store, etc.

VI. RESOURCES AND MATERIALS

A. Goble, Dorothy Y., How To Get A Job And Keep It, Austin, Texas: Steck-Vaughn Company, 1969.

B. Turner, Richard H., "Wanting A Job," The Turner Career Guidance Series, Chicago: Follett Education Corporation, 1967.

C. Turner, Richard H., "Starting A Job.", The Turner Career Guidance Series, Chicago: Follett Education Corporation, 1967.

D. Pre-Vocational Orientation and Guidance, Filmstrip series, Lesson 2029, Jackson, Mississippi: Educational Projections Corporation, 1970.

VII. SUBJECT MATTER TIE-INS

Math
Figuring promotional salary increases by percentages; overtime, increased deductions

VIII. EVALUATION

A. Teacher-made test

B. Complete assigned exercise

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: How School Helps To Prepare You For Advancement

SUBJECT AREA: Language Arts GRADE LEVELS: All Levels

CONCEPT: Career

SUBCONCEPT: Basic education enhances job performance.

I. PERFORMANCE OBJECTIVES

The student will discuss orally how schooling involves additional work, planning one's time, thinking of the future and preparing for the future.

II. ACTIVITIES

A. The student will complete the exercises assigned on "How School Helps To Prepare You For Advancement."

B. The student will view film or filmstrip on "How School Helps to Prepare You For Advancement."

C. The student will discuss and learn about the different kinds of schools available to adults.

III. TEACHER PREPARATION

A. Prepare exercises on "How School Helps To Prepare You For Advancement."

B. Provide film or filmstrip.

C. Display information on "How School Helps To Prepare You For Advancement."

IV. VOCABULARY

schedule
advancement
requirements
on-job-training
self-improvement courses
management
technical courses
departmental training
procedures
qualifications

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

A. Employment or school counselor

B. Personnel manager

C. Union officials

D. Employment security representatives

E. Vocational rehabilitation representatives

VI. RESOURCES AND MATERIALS

A. Pre-Vocational Orientation (filmstrips 2030A and 2030B)

B. How To Get A Job And Keep It (p. 55)

C. "Starting A Job" (p. 36)

D. You And Your Job (pp. 12-16 and 25-33)

E. Consumer Economics (p. 452)

VII. SUBJECT MATTER TIE-INS

Mathematics
Pay scales based on different jobs; cost of courses to help one advance

VIII. EVALUATION

A. Teacher-made test

B. Oral discussion

C. Completed assigned exercises

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: The Metric System

SUBJECT AREA: Mathematics GRADE LEVEL: Advanced

CONCEPT: Careeer

SUBCONCEPT: Basic education enhances job performance.
There is a specific knowledge essential for each career area.

I. PERFORMANCE OBJECTIVES

The student will convert accurately a given English measurement to the Metric measurement, and vice versa.
The student will specify three occupational areas in which the metric system is the common system of measurement.

II. ACTIVITIES

A. The student(s) will participate in an introductory discussion of the metric system including the methods and needs of measurement.

B. The student will drill and practice using metric measuring instruments.

C. The student will explore occupational areas in which the metric system is used.

III. TEACHER PREPARATION

A. Obtain literature and measuring instruments for learning activities.

B. Provide literature on occupations.

C. Plan and administer evaluation procedures.

IV. VOCABULARY

meter
liter
gram

Prefixes:

milli
centi
deci
deca
hecto
kilo
mega

any word(s) which the students feel shoud be included

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

A. Physics teacher

B. Pharmacist

VI. RESOURCES AND MATERIALS

A. Measuring instruments--both English and metric

B. Shea, James T. Basic Essentials of Mathematics, Part 3, 1965; or Working With Numbers, A Refresher Course, Unit 3, 1954.

C. McGraw-Hill General Mathematics Filmstrip Series. Filmstrip 643015, "Metric System," New York: McGraw-Hill Book Company.

D. Encyclopedia Americana, "Metric System."

E. The World Book Encyclopedia, "Metric System."

VII. SUBJECT MATTER TIE-INS

Careers

VIII. EVALUATION

A. Teacher observation

B. Practical application of the metric system

C. Written examination

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Composition Enables Man To Communicate Effectively

SUBJECT AREA: English Composition GRADE LEVEL: Advanced

CONCEPT: Career

SUBCONCEPT: Basic education enhances job performance.

I. PERFORMANCE OBJECTIVES

The student will cite and define the four types of composition.
The student will relate the ability to communicate effectively to job success and positive social relations.
The student will plan and complete a composition on a given subject.

II. ACTIVITIES

A. The students are to be made aware of the importance of composition--the ability to write in a meaningful and effective way. Composition helps one to organize and present ideas in an effective way--both written and orally--and helps one to organize thoughts logically.

B. The student(s) will survey everyday situations in occupational areas, social areas, etc., where written communication and oral communication is a necessity.

C. The student(s) are to be taught the four different types of composition: expository, persuasive, narrative, and descriptive.

D. The student is to prepare a composition on a specific occupational such that the descriptive and persuasive properties of composition are used to tell people about the occupation and to induce thought about the possibility of going into this occupation as a career.

E. A resource person will speak on problems created by ineffective communication.

III. TEACHER PREPARATION

A. Collect and have available samples of compositions--each type.

B. Collect resource materials for students--English grammar and composition tests, etc.

C. Provide students with literature on job information.

D. Plan evaluation procedures.

E. Make arrangements for resource person.

IV. VOCABULARY

exposition
persuasive
argumentative
logical
emotional appeal
clincher
sequence
any word(s) which the student feels should be included

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Lawyer or newspaper writer

VI. RESOURCES AND MATERIALS

A. Occupational Outlook Handbook, 1972-1973 edition, U.S. Department of Labor.

B. Hopke, William E., "Careers and Occupations," Encyclopedia of Careers and Vocational Guidance, Volume II.

C. Composition chapters in grammar texts

D. How To Write, Speak And Think More Effectively, Harper, 1960.

E. Stegner, Saver, Rummel, and Hack, Modern Composition, Book Two. Holt, Rhinehart, Winston, 1964.

VII. SUBJECT MATTER TIE-INS

A. Careers

B. Mathematics--logic

VIII. EVALUATION

A. Teacher observation--participation of student in class discussions, etc.

B. Completior of composition--possibly oral presentation

C. Teacher-planned written examination

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: A Well-Balanced Individual

SUBJECT AREA: Reading GRADE LEVEL: All Levels

CONCEPT: Self

SUBCONCEPT: A positive concept of self enables the individual to enter and function in the working world.

I. PERFORMANCE OBJECTIVES

The student will identify orally or in writing ten characteristics of a well-balanced person.

II. ACTIVITIES

A. The student will view filmstrips 2033A and 2033B and complete Manual 2033C of Pre-Vocational Orientation and Guidance--Educational Projection Corporation.

B. Students in Advanced Level will read Part two: "Understanding Yourself and Others," Career Exploration and Planning.

C. Student will read "Taking a Self-Inventory" from How To Get A Job And Keep It.

III TEACHER PREPARATION

A. Pre-view Unit 2033.

B. Arrange for guest speaker--Guidance Counselor.

C. Plan and prepare evaluation methods and forms.

IV. VOCABULARY

sense of values

any word(s) which student feels should be included

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Guidance Counselor

VI. RESOURCES AND MATERIALS

A. Unit 2033

B. Filmstrip projector

C. Career Exploration and Planning

D. How To Get A Job And Keep It

VII. SUBJECT MATTER TIE-INS

A. Arithmetic
Determining best investments; determining budget; figuring interest

B. Social Studies
Getting along with other people; community involvement

VIII. EVALUATION

A. Teacher observation and oral survey

B. Completion of Manual 2033C

C. Teacher-made tests

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Responsibilities Of A Good Citizen

SUBJECT AREA: Language Arts GRADE LEVEL: All Levels

CONCEPT: Society

SUBCONCEPTS: Society reflects the creative force of work.
Everyone has an important place in society.

I. PERFORMANCE OBJECTIVES

The student will explore and determine the responsibilities of a good citizen and its effects in society.

II. ACTIVITIES

A. The student will read and discuss information the responsibilities of a citizen.

B. The student will participate in a "Question and Answer" session with a representative from the League of Women Voters, Welfare Department, State Department of Employment and etc.

C. The student will view films on being a good citizen.

III. TEACHER PREPARATION

A. Arrange for resource persons.

B. Provide material on civic responsibility.

IV. VOCABULARY

civic
citizen
society
any other words pertaining to unit

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

A. Member of the League of Women Voters

B. Mayor

C. Judge or other civic official

D. Representative from the Welfare Department or State Department of Employment

VI. RESOURCES AND MATERIALS

A. Robertson, M.S. Adult Reader. Austin: Stech-Vaughn Company, 1964.

B. Smith, Harley A. and Ida Lee King Wilbert. I Want To Read and Write. Austin: Steck-Vaughn, 1965.

C. Chapman, Byron E. and Louis Schulz. The Matt Basic Language Skills Program. Chicago: Allied Education Council, 1970.

VII. SUBJECT MATTER TIE-INS

Civics
Voting, different kinds of laws federal, state, city, and etc.

VIII. EVALUATION

A. Teacher observation

B. Teacher-made test

C. Oral discussion

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Figuring Wages

SUBJECT AREA: Math

GRADE LEVEL: Intermediate and Advanced

CONCEPT: Economics

SUBCONCEPT: Man's Work contributes to a nation's wealth and productivity.

I. PERFORMANCE OBJECTIVES

The student will compute wages from assigned data and time sheets.

II. ACTIVITIES

A. The student will fill out a W-4 form.

B. The student will study and learn about salary deductions.

C. The student will solve problems computing time and money.

D. The student will figure his take-home pay.

III. TEACHER PREPARATION

A. Display samples of W-2 and W-4 forms.

B. Provide extra work sheets on computing time and money.

IV. VOCABULARY

employee	gross pay	deduction
exemption	disability	itemized deductions
net pay	dependents	premium
penalties	withhold	earnings

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Time-keeper from a company or plant
A field trip to a plant or such where a time clock is used

VI. RESOURCES AND MATERIALS

Goble, Dorothy Y., How To Get A Job And Keep It, Austin, Texas: Steck Vaughn Company, 1969, p. 49.

Shea, James T., Basic Essentials of Mathematics Part I, Austin, Texas: Steck Vaughn Company, 1965.

Pre-Vocational Orientation and Guidance, Filmstrip series, Lesson 2016, Jackson, Mississippi: Educational Projections Corporation, 1970.

Working with Numbers. Books 5-8

VII. SUBJECT MATTER TIE-INS

Reading
Learn to follow directions.

Spelling
Study and learn vocabulary words used on time and payroll schedules.

Grammar
Parts of speech involving sentence structure

VIII. EVALUATION

A. Teacher-made test

B. Individual exercises

C. Individual oral presentation of a sample case

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: The First Paycheck

SUBJECT AREA: Language Arts GRADE LEVEL: All Levels

CONCEPT: Economics

SUBCONCEPT: Understanding economics helps man to function effectively and make choices and decisions consistent with his needs and resources.

I. PERFORMANCE OBJECTIVES

The student will explore and discuss the procedures for figuring net salary and opening a checking account.

II. ACTIVITIES

A. The student will complete the exercise in How To Get A Job And Keep It, pp. 52 and 53.

B. The student will view a filmstrip on"The First Paycheck" and "Opening A Checking Account" and participate in a follow-up discussion.

C. The student will learn the definitions and spelling of words related to payroll checks and bank accounts.

D. The student will write a check, write out a check stub and endorse a check.

E. The student will discuss and familiarize themselves with the terms "checks can bounce" and "overdraw."

III. TEACHER PREPARATION

A. Display samples of payroll checks.

B. Display samples of bank deposit slips.

IV. VOCABULARY

deductions	forgery	retirement
bonuses	endorse	benefits
check stub	net pay	deposit
gross pay	withdrawals	balance
overdraw	insufficient	service charge

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

A. Visit a bank.

B. Bank teller
bookkeeper
paymaster

VI. RESOURCES AND MATERIALS

Goble, Dorothy Y., How To Get A Job And Keep It, Austin, Texas: Steck-Vaughn Company, 1969, pp. 52-53.

Turner, Richard H., "Starting A Job," The Turner Career Guidance Series, Chicago: Follett Education Corporation, 1967.

Fraser, H. Hunter, and Bernard Greenberger, The Job Ahead Series, "Starting Work," Chicago: Science Research Associates, 1963.

Pre-Vocational Orientation and Guidance, Filmstrip series, Lesson 2016, Jackson, Mississippi: Educational Projections Corporation, 1970.

"Checks and Receipts," Working With Numbers, Book 6.

"Writing Checks," I Want To Read and Write, p.77.

VII. SUBJECT MATTER TIE-INS

Mathematics
figuring net pay, balancing account, service charge

VIII. EVALUATION

A. Teacher-made test

B. Complete check and deposit forms

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Planning Your Budget

SUBJECT AREA: Math GRADE LEVEL: All Levels

CONCEPT: Economics

SUBCONCEPT: Man's work contributes to a nation's wealth and productivity.

I. PERFORMANCE OBJECTIVES

The student will plan a budget on his income which will allow him to live a more satisfying life.

II. ACTIVITIES

A. The student will discuss the advantages and disadvantages of budgeting money.

B. The student will learn the different items necessary to prepare a budget.

C. The student will prepare a budget on his own income.

III. TEACHER PREPARATION

A. Prepare samples of family budgets.

B. Arrange for resource persons.

IV. VOCABULARY

fixed income	expenditures	insurance
luxury	estimate	source

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Home economist
Bookkeeper

VI. RESOURCES AND MATERIALS

Wilhelm, Heimerl, and Jilley. Consumer Economics, New York: McGraw-Hill.

Chapman, Byron E., and Louis Schulz, "Budget," The Mott Basic Skills Program, Book 900B, Chicago: Allied Education Council, 1970, pp. 81-82.

Shea, James T., Working With Numbers, "Using the Processes in the Home," Austin: Steck-Vaughn Company, 1952, p.97.

VII. SUBJECT MATTER TIE-INS

Language Arts
Vocabulary, proper form for planning a budget, capitalization

VIII. EVALUATION

A. Teacher-made test

B. Student's individual budget

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Buying Carefully

SUBJECT AREA: Math GRADE LEVEL: All Levels

CONCEPT: Economics

SUBCONCEPT: Understanding economics helps man to function effectively and to make choices and decisions consistent with his needs and resources.

I. PERFORMANCE OBJECTIVES

The student will explore and discuss the advantages of careful buying in order to live better for less.

II. ACTIVITIES

A. The student will compare prices at different stores by using the newspaper.

B. The student will study and check brand labels and "advertisement jargon."

C. The student will study and check warranties and guarantees on items purchased.

D. The student will analyze the pros and cons of food stamps.

III. TEACHER PREPARATION

A. Provide newspapers.

B. Arrange for resource persons.

C. Prepare vocabulary list.

IV. VOCABULARY

U.S. inspected
store brand
expenditure
appliances
trading stamps
warranty
Sanforized
advertisement
guarantee
specials
lay-away plan
volume

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

Food store manager
Home economist
Retail buyer
Visit to stores

VI. RESOURCES AND MATERIALS

Pre-Vocational Orientation and Guidance, filmstrips, 2021A and 2021B.

Modern Consumer Education, New York: Grolier Educational Corporation, 1970.

Wilhelms, Fred T., Ramon Hemimerl and Herbert M. Jilley, Consumer Economics, New York: McGraw-Hill Book Company, 1966, pp. 150-225.

The Mott Basic Language Skills Program, Book 1608, "Buying and Selling," pp. 67-68.

The Mott Basic Language Skills Program, "Consumer Buying," pp. 1-146.

VII. SUBJECT MATTER TIE-INS

Mathematics
Figuring weights and measurments, making change, studying interest, comparing prices; studying quantity vs. costs, buying by volume

Social Studies
Study agricultural and industrial areas in U.S., weather zones, transportation and population zones

VIII. EVALUATION

A. Teacher-made test

B. Teacher observation

C. Student oral discussion

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Borrowing Money

SUBJECT AREA: Math GRADE LEVEL: All Levels

CONCEPT: Economics

SUBCONCEPT: Understanding economics helps man to function effectively and to make choices and decisions consistent with his needs and resources.

I. PERFORMANCE OBJECTIVES

The student will explore and discuss basic facts about borrowing and looking for the best deal.

II. ACTIVITIES

A. The student will figure loan costs from different loan sources.

B. The student will discuss procedures in borrowing money.

C The student will study different types of loans.

III. TEACHER PREPARATION

A. Provide list of lending institutions.

B. Arrange for resource persons.

C. Prepare vocabulary list.

IV. VOCABULARY

legal lenders	mortgage	pawn brokers
loan sharks	V.A. mortgage	installment loan
agreement	short term loan	collateral
FHA mortgage	commercial banks	security
other words related to unit		

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

bank representative
loan company representative
pawnbroker
insurance representative

VI. RESOURCES AND MATERIALS

Pre-Vocational Orientation and Guidance, Filmstrips Series, Lesson 2023, Jackson, Mississippi: Education Projection Corporation, 1970.

Wilhelm, Heimerl, and Jilley, Consumer Economics, New York: McGraw-Hill Book Company, 1966, pp. 108-138.

Shea, James T., Working With Numbers, "A Study of Loans and Discounts," Austin: Steck-Vaughn Company, 1957, p. 80.

Sullivan, Marjorie Doyle, and Sullivan Associates, Consumer Math, Dallas: McGraw-Hill Book Company.

Filmstrip projector

VII. SUBJECT MATTER TIE-IN

Reading
sample forms of loan agreements, tips on borrowing money

VIII. EVALUATION

A. Teacher-made test

B. Math problems

LAFAYETTE PARISH CAREER EDUCATION PROGRAM
UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC: Installment Buying

SUBJECT AREA: Math GRADE LEVEL: All Levels

CONCEPT: .. Economics

SUBCONCEPT: Understanding economics helps man to function effectively and to make choices and decisions consistent with his needs and resources.

I. PERFORMANCE OBJECTIVES

The student will study and discuss the advantages and disadvantages of paying cash and installment buying.

II. ACTIVITIES

A. The student will explore and compare cash price and credit price.

B. The student will study and discuss how revolving charge accounts work.

C. The student will compare and check installment payment plans at different stores.

III. TEACHER PREPARATION

A. Arrange for resource persons.

B. Provide samples of blank contract forms and application forms for charge accounts.

IV. VOCABULARY

installment	90 day charge	charge fee
agreement	credit card	duration
void	finance	assume
revolving charge account	30 day charge	service charge

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

bookkeeper
credit manager
home economist

VI. RESOURCES AND MATERIALS

Pre-Vocational Orientation and Guidance, Filmstrip series, Lesson 2022, Jackson, Mississippi: Educational Projections Corporation, 1970.

Wilhelm, Heimerl, and Jilley, Consumer Economics, New York: McGraw-Hill Book Company, 1966, p. 123.

Chapman, Byron E., and Louis Schulz, The Mott Basic Language Skills Program, "Consumer Buying," Chicago: Allied Education Council, 1970, pp. 1-146.

Shea, James T., Working With Numbers, Refresher Course, Austin: Steck-Vaughn Company, 1954, pp. 137-138.

Filmstrip projector

VII. SUBJECT MATTER TIE-INS

Mathematics
Figuring interest, total cost on an installment plan, comparing costs on several plans.

Reading
Schedules of credit charges at different stores, contracts

VIII. EVALUATION

A. Solving problems on comparing cash price and installment plan cost

B. Completing application forms for installment buying

UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC:

SUBJECT AREA: GRADE LEVEL:

CONCEPT:

SUBCONCEPT:

I. PERFORMANCE OBJECTIVES

II. ACTIVITIES

III. TEACHER PREPARATION

IV. VOCABULARY

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

VI. RESOURCES AND MATERIALS

VII. SUBJECT MATTER TIE-INS

VIII. EVALUATION

UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC:

SUBJECT AREA: GRADE LEVEL:

CONCEPT:

SUBCONCEPT:

I. PERFORMANCE OBJECTIVES

II. ACTIVITIES

III. TEACHER PREPARATION

IV. VOCABULARY

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

VI. RESOURCES AND MATERIALS

VII. SUBJECT MATTER TIE-INS

VIII. EVALUATION

UNIT DEVELOPMENT PACKET
ADULT EDUCATION

UNIT TOPIC:

SUBJECT AREA: GRADE LEVEL:

CONCEPT:

SUBCONCEPT:

I. PERFORMANCE OBJECTIVES

II. ACTIVITIES

III. TEACHER PREPARATION

IV. VOCABULARY

V. SUGGESTED RESOURCE PERSONS AND FIELD TRIPS

VI. RESOURCES AND MATERIALS

VII. *SUBJECT MATTER TIE-INS

VIII. EVALUATION

SELECTED REFERENCES

BOOKS

Benbrook, Joyce, Cecile Foerster, and James T. Shea. Working With Numbers. Austin: Steck-Vaughn Company, 1957.

Blackledge, Walter L., Ethel H. Blackledge and Helen J. Keily. You and Your Job. Dallas: South-western Publishing Company, 1967.

Chapman, Byron E. And Louis Schulz. The Mott Basic Language Skills Program. Chicago: Allied Education Council, 1970.

Goble, Dorothy Y. How To Get A Job And Keep It. Austin: Steck-Vaughn, 1969.

Hopke, William E. Encyclopedia of Careers and Vocational Guidance. Volume I "Planning Your Career." Chicago: J.G. Ferguson Publishing Company, 1972.

Hudson, Margaret W. and Ann A. Weaver. I Want A Job. New York: Frank E. Richards, 1964.

Hunter, Fraser H. and Greenberger, Bernard. The Job Ahead Series. Chicago: Research Associates, Incorporated, 1963.

Laible, Janet, and Stephen S. Udvari. Family Money Management. Austin: Steck-Vaughn, 1973.

Lee, Miriam. Jobs In Your Future. New York: Scholastic Book Services, 1967.

Robertson, M.S. Adult Reader. Austin: Steck-Vaughn Company, 1964.

Schneider, Bernard. Getting and Holding A Job. New York: Frank E. Richards, 1966.

Shea, James T. Basic Essentials of Mathematics. Austin: Steck-Vaughn Company, 1965.

Smith, Harley A., and Ida Lee King Wilbert. I Want to Read and Write. Austin: Steck-Vaughn, 1965.

Steps to Learning. Austin: Steck-Vaughn Company, 1965.

Steps to Mathematics. Austin: Steck-Vaughn Company, 1969.

Sullivan, Marjorie Doyle, and Sullivan Associates. A Sullivan Associates Program. Dallas: McGraw-Hill Book Company, 1968.

The Job Ahead. Chicago: Science Research Associates, Incorporated, 1963.

Turner, Richard H. The Turner Career Guidance Series. Chicago: Follett Educational Corporation, 1967.

Varnado, Jewel. English Essentials. Austin: Steck-Vaughn Company, 1964.

Varnado, Jewel. English: Practice For Mastery. Steck-Vaughn Company, 1971.

Varnado, Jewel. Learning Our Language. Austin: Steck-Vaughn Company, 1968.

PAMPHLETS

U.S. Department of Labor, Bureau of Labor Statistics, Superintendent of Documents. Reprints from the Occupational Outlook Handbook. Washington, D.C. 20402, 1973.

KITS

Pre-Vocational Orientation and Guidance. Jackson, Mississippi: Educational Projections Corporation.

Widening Occupational Roles Kit. Chicago: Science Research Associates, Inc.

FREE AND INEXPENSIVE MATERIAL

A Career in Medical Assisting for Young Americans With a Love of Life:
American Association of Medical Assistants, Incorporated
Executive Office
1 East Wacker Drive
Suite 1510
Chicago, IL 60601

Advice to a Young Man (Interviews with prominent men containing advice on making the most of one's future)
Changing Times
1729 H. Street, N.W.
Washington, D.C. 20006

Apprenticeship Information Guide:
Department of Industrial Relations
Division of Apprenticeship Standards
P.O. Box 603
San Francisco, California 94101

California Occupational Guide: (360 guides on different occupations)
Department of Human Resources Development
Mail Control Unit
800 Capitol Mall
Sacramento, California 95814

Careers In Physical Therapy:
American Physical Therapy Association
1156 15th Street N.W.
Washington, D.C. 20005

Careers in X-Ray Therapy
The American Registry of Radiological Technologist
2600 Wayzata Building
Minneapolis, Minnesota 55405

Career Opportunities in the Pest Industry
National Pest Control Association
The Buettner Building
250 West Jersey Street
Elizabeth, New Jersey 07207

Catalog of Guidance Materials (Booklet gives description and price list of career oriented materials handled by "Careers.")
Careers
P.O. Box 135
Largo Florida 33540

College Education: Key to a Professional Career in Nursing (22 pages)
American Nurses Association, Incorporated
2420 Pershing Road
Kansas City, Missouri 60611

Do Your Dreams Match Your Talents? (Brochure is an excellent aid in helping students formulate sound educational and vocational plans. 48 pages, 50 cents)
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Guide to Preparing a Resume (45 page booklet giving an analysis and models of job resumes)
Office of Public Information
N.Y. State Department of Labor
370 7th Avenue
N.Y., New York 10001

Here's Something You Can Do About the Service Technician Shortage (8 pages)
Electronics Industries Association
20001 Eye Street N.W.
Washington, D.C. 20006

How to Get and Hold the Right Job (Suggestions on how to find and hold suitable jobs, 19 pages)
Office of Public Information
N.Y. State Department of Labor
370 7th Avenue
New York New York 10001

How to Prepare Yourself for Job Interviews (Suggestions on how to get ready for interviews with prospective employers, 8 pages)
Office of Public Information
N.Y. State Department of Labor
370 7th Avenue
New York, New York 10001

Index to Publications of the Manpower Administration
U.S. Department of Labor
Manpower Administration
Washington, D.C. 20210

Medical Librarianship--A Professional Career
Executive Secretary
Medical Library Association, Incorporated
919 N. Michigan Avenue
Chicago, Illinois 60611

New York Life Insurance Company
51 Madison Avenue
New York, New York 10010

Occupational Guides (Different job classifications and related information)
State of New Jersey
Department of Labor and Industry
Division of Employment Security
Trenton, New Jersey 03625

Occupational Guides:
Alabama Department of Industrial Relations
Industrial Relations Building
Montgomery, Alabama 36104

Occupational Guides:
Department of Employment
State of Idaho
P.O. Box 7189
Boise, Idaho

Occupational Pamphlets:
State of Hawaii
Department of Labor and Industrial Relations Employment Security
825 Mililani Street
P.O. Box 3680
Honululu, Hawaii 96811

Occupations--Professions and Job Descriptions (Booklet gives the price list of inexpensive career oriented material, 27 pages)
United States Government Printing Office
Public Documents Department
Washington, D.C. 20402

Twenty-Five Technical Careers You Can Learn in Two Years or Less:
Department of Licensing and Regulation
Division of Labor and Industry
Harvey A. Epstein, Commissioner
203 E. Baltimore Street
Baltimore, Maryland 21202

What Kind of Career Could I Have in a Medical Laboratory?
American Society for Medical Technology
Suite 200
5555 West Loop South
Houston, Texas 77401

Where to Get Health Career Information:
National Health Council, Incorporated
1740 Broadway
New York, New York 10019

Why Young People Fail to Get and Hold Jobs (Profiles of young people who failed to get and hold jobs, 18 pages)
Office of Public Information
N.Y. State Department of Labor
370 7th Avenue
New York, New York 10001

Your Future in Daily Newspaper (31 pages)
ANPA Foundation
P.O. Box 17407
Dulles International Airport
Washington, D.C. 20041

SUGGESTIVE MATERIALS FOR TEACHING UNITS IN CAREER EDUCATION

AMOUNT PER UNIT	MATERIAL	PUBLISHER	PRICE PER UNIT
1 KIT	WIDENING OCCUPATIONAL ROLES KIT	SCIENCE RESEARCH ASSOCIATES, INC.	$170.00
1 KIT	MODERN CONSUMER EDUCATION	GROLIER EDUCATION CORP.	249.50
1 KIT	PRE-VOCATIONAL ORIENTATION AND GUIDANCE	EDUCATION PROJECTIONS CORP.	900.00
1 SET	THE WORLD BOOK ENCYCLOPEDIA	FIELD ENTERPRISES EDUCATIONAL CORP.	
1 SET	ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE	J. G. FERGUSON PUBLISHING COMPANY	
1 SET	REPRINTS FROM THE OCCUPATIONAL OUTLOOK HANDBOOK	U.S. DEPARTMENT OF LABOR BUREAU OF LABOR STATISTICS	6.25
1	"METRIC SYSTEM" - FILMSTRIP #643015	MCGRAW - HILL BOOK COMPANY	
1 SET	MEASURING INSTRUMENTS (ENGLISH AND METRIC)		
1 SET	CAREER EXPLORATION AND PLANNING: TEXTBOOK CAREER GUIDE TEACHER'S MANUAL	HOUGHTON MIFFLIN COMPANY	 4.80 1.35 1.50
1 SET	MODERN COMPOSITION - BOOK 2 TEXTBOOK GUIDE TEACHER'S MANUAL	HOLT, RINEHART, WINSTON	

AMOUNT PER UNIT	MATERIAL	PUBLISHER	PRICE PER UNIT
1 SET	HOW TO WRITE, SPEAK AND THINK MORE EFFECTIVELY TEXTBOOK GUIDE TEACHER'S MANUAL	HARPER	
1 SET	CONSUMER MATH TEXTBOOK GUIDE TEACHER'S MANUAL	GREGG DIVISION MCGRAW - HILL BOOK COMPANY	
8 COPIES OF EACH	THE TURNER CAREER GUIDANCE SERIES: "WANTING A JOB" "STARTING A JOB" "LOOKING FOR A JOB" TEACHER'S EDITION	FOLLETT EDUCATION CORPORATION	 .87 .87 .87 1.50
10 COPIES	HOW TO GET A JOB AND KEEP IT	STECK - VAUGHN COMPANY	.96
10 COPIES	I WANT A JOB	FRANK E. RICHARDS	1.25
10 COPIES	JOBS IN YOUR FUTURE	SCHOLASTIC BOOK SERVICE	.75
10 COPIES	YOU AND YOUR JOB	SOUTH - WESTERN PUBLISHING COMPANY	
	ENGLISH: PRACTICE FOR MASTERY	STECK - VAUGHN COMPANY	1.14
	I WANT TO READ AND WRITE	STECK - VAUGHN COMPANY	.99
	ADULT READER	STECK - VAUGHN COMPANY	.99
	STEPS TO MATHEMATICS	STECK - VAUGHN COMPANY	.96
	STEPS TO LEARNING	STECK - VAUGHN COMPANY	.96

AMOUNT PER UNIT	MATERIAL	PUBLISHER	PRICE PER UNIT
	BASIC ESSENTIALS OF MATHEMATICS	STECK - VAUGHN COMPANY	.99
	WORKING WITH NUMBERS	STECK - VAUGHN COMPANY	
	BOOKS 5-8		.99
	REFRESHER COURSE		1.14

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